Course: COLL 300
Term: Spring 2021
Time: Tue 3:10 – 4:45 PM
Remote Delivery

PEDAGOGY FOR STUDENT INSTRUCTORS

CONTACT INFORMATION

Instructors: Amanda M. Jungels | Baird Campbell | Robin Paige
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Office Hours: Wednesdays, 1pm – 3pm (with Baird Campbell) and by appointment

COURSE DESCRIPTION

This course is required for all aspiring STC instructors. It is a seminar style course, with one 90-minute class per week over 6 weeks. The class is structured so that students receive detailed guidance in the development of a proposal for a Student Taught Course. The course also includes discussion about effective teaching techniques.

LEARNING OUTCOMES

1. Develop an excellent Student Taught Course (STC) proposal
2. Communicate individual pedagogical values and approaches to teaching and learning
3. Identify and evaluate pedagogical methods that apply to students' disciplines and teaching interests
4. Acquire important insights into effective classroom instruction and management

CLASS CREDIT AND GRADE

This is a one credit class, standard letter grade. Due to the short schedule for this course, remote attendance is required each week. 40% of the final grade is based on class participation and activities that will take place during class, and 60% on assignments including the final course syllabus.

For the first four weeks of the course you will be working on the syllabus for your college course and will be asked to submit a draft every week. We understand that this is a fast pace, but we want to make sure that you have a solid draft of your syllabus to

show your faculty sponsor (if they ask for it) and to submit to your college magister for approval before the final submission to the Dean's office.

For this reason, **we cannot accept late work**. If you miss a deadline or anticipate missing a deadline due to COVID-related reasons, please reach out to Dr. Jungels and Dr. Campbell.

Grade Scale

A 100% to 94%

A- < 94% to 90%

B+ < 90% to 87%

B < 87% to 84%

B- < 84% to 80%

C+ < 80% to 77%

C < 77% to 74%

C- < 74% to 70%

D+ < 70% to 67%

D < 67% to 64%

Please note that if you decide to drop the course you need to do so by February 17, 2021.

Auditing the Class

You need the Dean's permission to audit COLL 300. If you are allowed to audit the class, please remember that you have to complete all in class and out of class assignments in order to get a passing grade.

RESOURCES AND MATERIALS

- Readings will be available on the course Canvas page. Students must have a valid NetID to log into Canvas, and are required to do so daily to participate in this course.
- Zoom meeting links and passwords are posted on the course Canvas page.
- Rice University Student Taught Course website: http://cte.rice.edu/stc/
- In addition to the readings we post to Canvas, we highly recommend the following books:
    - *What the Best College Teachers Do,* by Ken Bain (2004)

- *How Learning Works: Seven Research Based Principles for Smart Teaching*, by Susan Ambrose et al. (2010)
- On *Course: A Week-by-Week Guide to Your First Semester of College Teaching,* by James M. Lang (2010).

COURSE POLICIES

Disability Resource Center: If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Title IX Responsible Employee Notification: Rice University cares about your wellbeing and safety. Rice encourages any student who has experienced an incident of harassment, pregnancy discrimination or gender discrimination or relationship, sexual, or other forms interpersonal violence to seek support through The SAFE Office. Students should be aware when seeking support on campus that most employees, including myself, as the instructor/TA, are required by Title IX to disclose all incidents of non-consensual interpersonal behaviors to Title IX professionals on campus who can act to support that student and meet their needs. For more information, please visit safe.rice.edu or email titleixsupport@rice.edu.

Special Circumstances: If you have any temporary or long-term needs (academic, physical, personal) please contact us during our office hours or after class. Do not wait until the last minute to inform us of a problem, as it will be more difficult to come up with a solution. We are supportive and understanding of most situations and in the interest of protecting your privacy, we don't always need details to find a way to work it out.

Academic Honesty: In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. If you are questioning whether you have documented or cited your sources properly, it is your responsibility to see us about these issues prior to submitting an assignment. If you find yourself thinking about submitting work that is not your own due to pressure,

frustration, or any other reason, please talk with us. We are here to help you resolve these issues before they could negatively affect your academic career.

Syllabus Changes: This syllabus is only a guide for the course and is subject to change with advanced notice.

COURSE SCHEDULE

JANUARY 26TH: WEEK 1

COURSE DESIGN: WHERE DO I BEGIN?

In-Class Topics & Activities:

- Discussion: learning goals and course description
- Workshop: Course description & Essential question

*****HOMEWORK*****

Required readings for next class:

- Understanding By Design post at the Vanderbilt Center for Teaching.
- To help you write your learning goals, it will be useful to familiarize yourself with Bloom's Taxonomy revised.

Homework Assignments (submitted to Canvas by Sunday, January 31st):

- First draft of your syllabus with: course title, all required syllabus information, description (100-200 words) with your essential question highlighted in bold italics.
- Identify and list one or more potential faculty sponsors. If you do not know of a specific faculty sponsor, please describe how you will go about finding one.

FEBRUARY 2ND: WEEK 2

COURSE DESIGN: HOW DO I KNOW THEY LEARNED SOMETHING?

In-Class Topics & Activities:

- Workshop: peer feedback, learning objectives
- Discussion: Course design, learning objectives, assessment

*****HOMEWORK*****

Required reading for next class:

- Doyle, T., Zakrajsek, T., & Loeb, J. H. (2013). "A New Look at Learning" in *The New Science of Learning: How to Learn in Harmony With Your Brain*. Sterling, Virginia: Stylus Publishing.
- Strategies for Effective Lesson Planning

Homework Assignment (submitted to Canvas by February 7th):

- Second draft of your syllabus with: revision of previous draft and addition of learning objectives and assessments

FEBRUARY 9TH: WEEK 3

COURSE DESIGN: WHAT SHOULD I DO DURING CLASS & HOW SHOULD STUDENTS PREPARE?

In-Class Topics & Activities:

- Workshop: learning activities
- Discussion: What is learning?

*****HOMEWORK*****

Homework Assignment (submitted to Canvas by February 14th):

- Third draft of your syllabus with: revision of previous draft and addition of course schedule and course content

FEBRUARY 16TH: WEEK 4

COURSE DESIGN: FINALIZING THE SYLLABUS

In-Class Topics & Activities:

- Workshop: Peer Review of Final Syllabus Draft

*****HOMEWORK*****

Required Reading:

- Managing hot moments in the classroom, establishing ground rules, class climate & connecting with students, inclusive teaching strategies (links posted on Canvas)

Homework Assignment #1 (submitted to Canvas by Sunday, February 21st):

- Final draft of syllabus.

FEBRUARY 23RD: WEEK 5

COURSE CLIMATE: CREATING THE BEST LEARNING ENVIRONMENT & STUDENT INSTRUCTOR GUEST PANEL

In-Class Topics & Activities:

- Discussion of class climate and teaching demonstrations
- Panel Discussion with former and current STC instructors

*****HOMEWORK*****

Homework Assignment #1 (submitted to Canvas Sunday, February 28th):

- Faculty Sponsor letter

Homework Assignment #2 (submitted to Canvas Tuesday, March 9th):

- Visit an STC currently in session
- For class on February 23rd, be prepared to discuss the completed classroom observation rubric for the class you observed.

Recommended Reading:

- Rice Sexual Harassment Policies and Procedures

MARCH 2ND: WEEK 6

COURSE AND CAMPUS POLICIES

In-Class Topics & Activities:

- Discussion of class visits
- Course Proposal Form

COLL 300 COVID-19 POLICIES

As you are well aware, we will be having class this semester while trying to navigate a global pandemic. It's impossible to predict what the semester will be like, but your teaching team has come up with some plans and guidelines that will help us work productively for the six weeks we are together.

Taking Care of Yourself

Above all else, **take care of your own physical and mental health** during these difficult times. Make sure you are getting sufficient rest, staying connected to friends and family, and giving yourself time and space to do things you enjoy outside of college. This website lists several good tips for maintaining good self-care in our situation.

Even though our class is online, we want to remind you to **perform a self-evaluation each time you come to campus or leave your room**, and **if you feel even the slightest bit of sickness or Covid-19 symptoms, stay home and participate remotely**. You should attend face-to-face classes only if you feel *completely healthy*.

If at any point during the term you are unable to participate in the synchronous class, please reach out to Dr. Jungels and Dr. Campbell.

Course Format for Spring 2021

This class will be conducted in remote format only (no face-to-face components). All course meetings will be conducted via Zoom, and all course assignments will be submitted via Canvas.

Zoom Etiquette & Maintaining Community During Remote Learning

Entering Zoom meetings

When you join our Zoom meeting, your microphone and video will be muted. Once you're ready to start the video, unmute yourself by clicking on the microphone and the camera icons in the left bottom corner of the screen.

Changing Your Name in Zoom

When you join a Zoom meeting, you might appear with your Rice netID as your name. Please change your netID to your preferred name. You can do that by clicking on the Participants icon at the bottom of the screen, in the middle of the Zoom toolbar. Once the Participants window pops up, hover over your netID with a mouse and select "Rename." Then change your name.

Attendance and Participation

At the beginning of class, please sign in with your first and last name in our chat. You can open the chat window by clicking on the Chat icon on the Zoom toolbar. We expect active participation during class time--if turning on your camera is not an option for you, please try to contribute to the chat window.

If at any point during the term you are unable to participate in the synchronous class, please reach out to Dr. Jungels and Dr. Campbell.

Participating in class

Please keep your microphone on mute during our whole group discussions, especially when you are in an area with some background noise. When you want to ask a question or contribute to our whole group discussion, please open the Participants window from the Zoom toolbar and use the "raise your hand" option.

Chat

You can use the chat box to interact with the class as a whole or with individual students and instructors. Feel free to use the chat to ask questions, add observations to class discussion, or provide feedback. Amanda will be handling technology issues during our Zoom meetings so direct any questions regarding technology to her.

Guidelines for maintaining community

Our general expectations for class preparation and participation remain the same. We hope that you will stay engaged in our whole class and breakout group discussions. In order to maintain a good class community and productive interactions, please keep your video on as much as possible, unless you expect interruptions or are having connectivity problems.

*** Please note that part of our classes -- mini lectures, instructors' PowerPoint presentations, and whole class discussions -- will be recorded and made available on Canvas for students participating in the class asynchronously or for synchronous students who want to revisit the topics discussed in class. ***

This remote learning format is a new experience for all of us and we will update these guidelines as needed as we progress through the term. We welcome your feedback about how to create the best space for learning so do not hesitate to email us if you have any ideas for how to make our class community better.

Please note: These plans may be changed overridden by university-wide directives as the semester unfolds. Please check course Canvas announcements on a regular basis for updated information on the course.